

Milestones Day Nursery

Milestones Day Nursery, Tongue Lane, Leeds, West Yorkshire LS6 4QE



Inspection date	19 November 2018
Previous inspection date	23 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The nursery owner demonstrates a strong commitment to continuous improvement. Through good self-evaluation, she has worked closely with the management team and other staff to address improvements raised at the last inspection to target further areas that will improve teaching and learning.
- Staff demonstrate positive interactions with children as they actively involve themselves in children's play. They motivate children and help them to develop the skills and good behaviour required for successful future learning, such as their move on to school.
- Children enjoy a nutritious diet, which contributes successfully to their physical well-being. Staff support children's independence skills well during daily care routines.
- Staff know the children well. They continually observe, assess and plan well for children's next steps in learning, overall, considering any current or emerging interests. This contributes to children's good progress. Children confidently lead their own play, accessing a generally broad range of accessible activities and resources.
- Children are confident to assess and manage risks as they play collaboratively outdoors with special friends. Staff also provide information for parents around subjects, such as car seat safety, to help them reinforce messages to their children about keeping safe.

It is not yet outstanding because:

- In the absence of children's key person, day-to-day communication with parents is not fully effective in supporting children's transitions to the highest level.
- Children who prefer to play outdoors, particularly boys, are not given enough opportunities to fully develop their early reading and writing skills.
- Where children speak English as an additional language and require greater levels of support with their communication skills, staff do not optimise parent's engagement in children's learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen communication systems between staff and parents, where children's key person is not present, to support children's transitions to the highest levels
- provide greater opportunities for children who prefer to play outdoors to fully develop their early reading and writing skills, particularly where this is identified as an achievement gap for particular groups of children, such as boys
- enhance strategies for engaging parents in their children's learning, especially where children speak English as an additional language and require greater levels of support with their communication skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the nursery owner who is also the manager of the nursery.
- The inspector held a meeting with the nursery owner. She looked at various documents, including those related to the suitability and qualifications of staff and sampled children's records of learning.
- The inspector spoke to parents during the inspection.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff recruitment and vetting are robust. Staff minimise hazards well to ensure children can move around freely in a safe and secure environment. Everyone keeps abreast of child protection issues, for example, through training. The nursery owner continually tests and reinforces staff's knowledge in a variety of other ways. The nursery owner and her staff's qualifications, and further training opportunities, have an overall positive impact on practice. The nursery owner continually monitors what is happening in the nursery. She provides ongoing coaching, mentoring and support for staff, alongside other senior staff, including through regular supervision meetings.

Quality of teaching, learning and assessment is good

The nursery owner regularly analyses data to identify gaps or differences in children's learning. She addresses these well in most respects through specific programmes of support. Staff give good thought to the provision of activities and resources, including specific training, to support children who have special educational needs and/or disabilities. This ensures all children are fully included. Staff share information with parents in some good ways, for example, through progress meetings and online communication journals. Children engage well in activities. Toddlers delight in exploring sensory media, such as paint. Children aged two years are captivated by staff's engaging storytelling and are clearly familiar with the favourite story. Older children eagerly search for leaves. Staff's own enthusiasm and fun approach ignites children's own curiosity, excitement and interest. Children then work collaboratively to create a large nature collage.

Personal development, behaviour and welfare are good

Staff tailor settling-in visits according to children's individual needs and in consultation with parents, overall. Staff lovingly cuddle new babies who clearly have a secure attachment to their key person. Children, including those who speak English as an additional language, are very familiar with daily routines. They readily wash their hands before eating, serve their own lunch, use cutlery skilfully and learn to put on their coats by themselves. Staff provide a narrative for what they and children are doing that helps children to link actions and words. Children develop essential early social skills through staff's good role modelling and play amicably alongside one another. Children enjoy the free access they have to outdoors. They use wheeled toys confidently, especially when negotiating the sloping paved area which they manage more carefully.

Outcomes for children are good

Children are keen and inquisitive learners who engage well in activities. Babies babble while investigating different textured objects. Children aged two years happily share resources and have immense fun while squirting water out of plastic sauce bottles. Older children confidently communicate as they play imaginatively in the role-play shop and develop early mathematical skills. For example, they weigh real vegetables and they recall weighing the ingredients to make a carrot cake. Children use interesting vocabulary and language when tasting and talking about the vegetables afterwards.

Setting details

Unique reference number	EY273848
Local authority	Leeds
Inspection number	10080355
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 9
Total number of places	56
Number of children on roll	101
Name of registered person	Childcare Strategies Ltd
Registered person unique reference number	RP521839
Date of previous inspection	23 February 2018
Telephone number	0113 2957677

Milestones Day Nursery registered in 1993 and had a change of ownership in 2003. The nursery employs 24 members of staff. Of these, 19 hold appropriate early years qualifications at level 2 or above, including two staff with early years teacher status and the nursery owner holds early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and a week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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